

Chapter 12

Description of Proposed Leadership Activities

Section 223. State Leadership Activities In General. Each eligible agency shall use funds made available under Section 222(a)(2) for one or more adult education and literacy activities.

12.0 Description of Proposed Leadership Activities (Section 223(a) and (b))

Section 223 contains 11 adult education and literacy activities.

Activity	CASAS	CDLP	OTAN	CALPRO
1. Professional development for instruction	Continuing		Continuing	New
2. Technical assistance	Continuing		New	New
3. Technology assistance, including staff training	Continuing	New	New	New
4. Regional Resource Centers	Continuing		Continuing	Continuing
5. Monitoring and evaluation	New			Continuing
6. Incentives for programs and performance	Continuing	New	Continuing	Continuing
7. Developing and disseminating curricula	Continuing	Continuing	New	New
8. Other activities of statewide significance	Continuing		Continuing	New
9. Coordination with support services	Continuing	Continuing	Continuing	Continuing
10. Linkages with employers and skills training	Continuing			Continuing
11. Linkage with post-secondary	New		New	New

This section contains an overview to each of the four state projects followed by the plan to address each of the 11 activities listed under Section 223.

Overview of the Four State Projects

California leadership activities presently are conducted through four state projects:

1. Comprehensive Adult Student Assessment System (CASAS)
2. California Distance Learning Project (CDLP)
3. Outreach and Technical Assistance Network (OTAN)
4. California Adult Literacy Professional Development Project (CALPRO)

These projects provide staff development, technical assistance, curricula development, identification of model programs, and the monitoring of the quality of, and the improvement in, adult education and literacy activities, and research and development of products identified as priorities by the *State Plan*.

Comprehensive Adult Student Assessment System (CASAS)

CASAS was established in 1980 by a consortium of California Adult Education providers with leadership from and support by CDE. Today, CASAS is the most widely used system for assessing adult basic skills within a functional context. CASAS is the only adult assessment system of its kind to be approved and validated by the U.S. Department

of Education in the area of adult literacy. Backed by more than 18 years of research and development in adult assessment, instruction, and evaluation, CASAS provides a framework for implementing quality programs with a built-in standardized accountability system for reporting results. A national field-based consortium identifies priority needs with extensive input from adult education providers, employment and training professionals, and business and industry representatives. The assessment, training, and evaluation are based on critical competencies and skill areas required for success in the work place, community, and family. CASAS systems are used extensively throughout the country in programs such as employment preparation, welfare reform, ABE, ESL, which includes ESL-Citizenship, corrections, special education, secondary level programs, and many others.

California Distance Learning Project (CDLP)

CDLP, first established in 1995, offers new ways to provide instruction and learning services to California adult education providers and students. Its goal is to expand learner access to adult education services in California. Several opportunities drive the California distance learning initiative. Recent state legislation permits adult schools to experiment with flexible methods to deliver apportionment instruction. The “work first” focus in welfare reform programs presents challenges for adult educators to find new ways to serve the worker needing remedial and refresher skills to improve their employability. Current tasks remain constant with new development emphasis leading into the next millennium.

Outreach and Technical Assistance Network (OTAN)

OTAN provides communication linkages, information, and technical assistance to adult education providers. OTAN was created in 1989 in response to recommendations in the *California State Plan for Adult Basic Education* and in *Adult Education for the 21st Century: Strategic Plan to Meet California’s Long-term Adult Education Needs*. The principle focus of OTAN has been to address the problems of equal access to communication, information, and training among adult educators in California. Additional emphasis has been placed on using technology to support providers in making adult education more equitable, efficient, and effective. According to the U.S. Congress, Office of Technology’s *Assessment, Adult Literacy and New Technologies: Tools for a Lifetime*, “OTAN is seen as a model for other State information and dissemination systems, and as a resource for teacher training.” According to a recent survey of California ABE 321/326 trends and needs, local educators identify OTAN as the most helpful of California’s adult education leadership services.

California Adult Literacy Professional Development Project (CALPRO)

CALPRO was established in 2001 through a contract with the American Institutes for Research (AIR) of the Pelavin Research Center in Washington D.C. AIR has developed numerous publications including “train-the-trainer” modules, resource and mentoring guides, a framework for evaluating professional development services, and instructor and management competencies for adult educators. The mission of CALPRO is to foster continuous program improvement through a comprehensive, statewide approach to high quality professional development for the full range of California’s adult education and literacy providers. Primary goals of the project include providing high quality professional development in collaboration with CDE, other state Leadership Projects, and local service providers; developing a structure for the delivery of professional development services through State Regional Resource Centers; and improving the quality of instruction delivered to adult learners.

12.1 Description of Activities

The four state projects address each of the 11 activities listed under Section 223 for adult education and literacy activities. Each activity is listed below, along with a description of how the state projects will connect.

Activity One

The establishment or operation of professional development programs to improve the quality of instruction provided pursuant to local activities required under Section 231(b), including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by personnel of a State or outlying area

- a. OTAN will offer professional development opportunities scheduled through the Regional Resource Centers in the areas of internet resources, computer assisted instruction, and web based instruction.
- b. CALPRO will use the Continuous Improvement Measure (CIM) developed by CASAS to complete a needs assessment of grantees throughout the state. Regional Resources Center staff will also receive training in using the CIM to identify the specific professional development needs of agencies within each region. CALPRO will also review existing professional development and training materials to identify resources within each region. Regional Resource Centers will then offer workshops, training, mentoring, and online activities specifically directed toward improving the quality of instruction.

Activity Two

The provision of technical assistance to eligible providers of adult education and literacy activities

- a. CASAS will provide support services to agencies through improving and expanding a variety of successful strategies:
 - Statewide training each year to prepare federally funded agencies for the fall basic skills pre-post testing and data collection, provide a summary of the results of the previous year's data collection efforts, discuss the implications gained from the data, and provide opportunities for networking to share effective accountability practices among agencies
 - TOPSpro (Tracking of Programs and Students) training for agencies using the CASAS developed computerized TOPSpro system (TOPSpro offers agencies a tool to provide immediate feedback to administrators, teachers and students on the CASAS pre-post testing and other student progress and goal attainment measures. Participants will also learn how TOPSpro automates CASAS scoring, collects demographic information, tracks student progress, manages data for federal and state accountability reporting, and generates reports for students, teachers, and administrators.)
 - CASAS Web site and publications, such as the CASAS Quarterly, which provide articles, data, and other information on the latest assessment, accountability issues, research and practices
- b. OTAN will provide technical assistance to programs through a variety of activities:
 - Telephone and onsite technical assistance to ensure the optimum usage of communication technology
 - OTAN Web site resources to provide the latest in adult education research and effective practice
 - Onsite interventions to facilitate the use of best practices in computer assisted and Web based instruction
- c. CALPRO will work with CASAS to develop train-the-trainer modules focusing on California's AEFLA accountability requirements and administrative information for local program administrators. All modules will feature an online component to support the on-site training provided to trainers or participants.

Activity Three

The provision of technology assistance, including staff training, to eligible providers of adult education and literacy activities to enable the eligible providers to improve the quality of such activities

- a. CASAS will provide technology assistance and support to agencies through improving and expanding the following strategies:

- Distance training via computer, video, and other resources for new staff and those unable to attend regional workshops
 - Technology-based technical assistance related to assessment, assessment instruments and other CASAS resources, use of TOPS and TOPSpro, the Employability Competency System, and the Workforce Learning System
 - CASAS Web site resources
 - Online databases available to assist in program planning, improvement and accountability
 - CASAS posts summarized reports from the On-line Action Research (OAR) Database of adult education teacher inquiry/research projects on its Web site. These papers report teacher research findings, provide a model of action research to interested practitioners, and serve as a resource for teacher researchers
- b. CDLP will provide technical assistance to distance learning programs by providing online training in using distance learning, a cadre of distance learning pioneers, and a distance learning symposium. Each of these activities is designed to help extend the experience and expertise of adult education providers to adopt distance learning in their instructional strategies.

In addition, CDLP will help create California's distance learning infrastructure and expand the ability of adult education providers to (1) communicate with each other and their learners through multiple methods, (2) develop a teleconferencing capability, and (3) provide capacity building services to small literacy providers.

- c. OTAN will provide instructional technology support through improving and expanding a variety of successful activities:
- researching and making available current information about new and emerging technologies and available learning resources;
 - conducting classes and workshops in all aspects of planning and implementing instructional technologies;
 - facilitating adult education providers to implement or demonstrate best practices in computer assisted instruction and/or web based instruction by piloting local interventions and by disseminating the successful models;
 - assisting in the implementation of the California Adult Education Technology Plan;
 - facilitating adult education providers to use an electronic communication system;
 - providing an electronic collaborative environment (including listservs, discussion boards, and work groups) for the exchange of information among adult education providers about effective program models, teaching techniques, and curriculum;
 - piloting, implementing, evaluating, and disseminating models for learner-oriented Web sites to encourage students to obtain the knowledge and skills necessary for employment and self-sufficiency; and
 - providing technical assistance, staff training, and program marketing to ensure the optimum usage of communication technology by adult education providers and learners.

Activity Four

The support of State or regional networks of literacy resource centers

- a. OTAN supports the libraries of the regional network of literacy resource centers with centralized acquisitions, cataloging, and technical assistance.
- b. CALPRO will identify and select Regional Resources Centers (RRC) based on proposals from agencies. Each RRC will provide local literacy agencies with technical assistance and workshops in the areas identified in the regional and statewide needs assessments. CALPRO will establish reporting requirements to provide qualitative and quantitative data regarding the services provided by the RRCs.

Activity Five

The monitoring and evaluation of the quality of, and the improvement in, adult education and literacy activities

- a. CASAS will ensure that the collection and reporting of valid and reliable data is consistent with current state and federal data collection guidelines.

CASAS is the provider of a standardized, age appropriate measurement system for all levels of the ABE program. CASAS provides accountability data to both state and federal agencies through the process of student progress assessment and demographic and goal attainment data collection. Sites participating in the federal data collection efforts receive agency-specific data and are given technical assistance on using this data for local reporting and program planning purposes.

- b. CASAS will update and expand the use of the TOPSpro computerized database system and provide training and technical assistance to all agencies using the system.
- c. CASAS will expand, develop, and further document student and program outcomes through activities, which will:
 - update and revise pre- post testing instruments, Student Entry/Update Records, Student Test Records, and training materials;
 - expand the process for collecting, aggregating, analyzing and reporting both quantitative and qualitative program data;
 - expand the process for development of level completion/exit tests;
 - work with the state Data and Accountability Committee to identify and address needs and improve the data collection process for federally funded programs in California; and
 - monitor progress of the prioritized areas family literacy and individuals with disabilities.
- d. CASAS will conduct a qualitative survey of providers of adult education and literacy activities each year to identify major trends and emerging needs and make recommendations to CDE for program improvement. A report of survey results will be published, made available to providers, and submitted to the Office of Vocational and Adult Education / Division of Adult Education and Literacy (OVAE/DAEL).
- e. CASAS will validate and post on the CASAS Web site summaries of the promising practices identified through the qualitative survey of providers. *Programs of Excellence* and Promising Practices provide models which other local providers can replicate or integrate into their programs.

Activity Six

Incentives for program coordination and integration and performance awards

- a. Through CALPRO and CASAS, CDE will identify *Programs of Excellence* and Promising Practices. CDE will recognize local providers which meet specified quality criteria and provide models which other agencies can replicate or integrate into their programs. These models will feature exemplary practices in data collection and accountability, family literacy, and innovative use of technology in distance learning. The State Superintendent of Public Instruction honors *Programs of Excellence* with awards presented at ceremonies throughout the state. CASAS will post the Promising Practices on its Web site which is accessible to all local providers. These adult education providers will also receive certificate awards at the CASAS Summer Institute. In addition, OTAN will disseminate information about the program models.

Activity Seven

Developing and disseminating curricula, including curricula incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension

- a. CASAS will provide an annually updated Instructional Materials Guide, which correlates adult learning competencies with available instructional materials. This guide will assist teachers in locating published instructional materials to meet curricula needs and will be available both in print and computer disk versions.
- b. CDLP will test new instructional delivery methods. Distance and distributed learning is very new to adult literacy and basic education programs. It requires testing promising methods to expand learner access to learning. It also often requires new materials appropriate to the learning media. CDLP will focus on four distance learning development activities:
 - Expand and enhance the CNN (Cable News Network) Learning Resources
 - Pilot test home learning via WebTV
 - Determine the feasibility of a southern California Adult Education Network
 - Use distance learning for Workforce Education
- c. OTAN will identify and electronically disseminate curriculum and model program materials that are designed to do the following:
 - Support adult education providers to connect literacy instruction with occupational skill training
 - Integrate the Internet and other instructional technologies into classroom instruction
 - Implement student performance accountability measures
- d. Through the Regional Resources Centers, CALPRO will offer on-site workshops and training that improve instructors' teaching abilities. Technical assistance for these activities will also be available through telephone and electronic mail, on-site training events, and via distance learning.

Activity Eight

Other activities of statewide significance that promote the purpose of this title

- a. *Distance Learning Knowledge Base*: Technical and instructional information related to distance learning is referenced and/or made available on the CDLP home page. This home page continues to evolve with more emphasis on providing links to online professional development and learner materials. CDLP's home page user statistics indicate over 20,000 "hits" per month over a six month time period in 1997.
- b. *Continuing Training*: CALPRO will continue to provide technical assistance to adult education program providers in implementing effective programs and strategies through a variety of activities:

- The identification of a group of practitioners to act as Field Colleagues who will be trained to provide technical assistance to agencies that request interventions. Their tasks will include helping small agencies plan creative solutions to problems of finance, staffing, curriculum development, and student accountability.
 - An Administrative Leadership Training Program, which each year trains new and emerging adult leaders. The program provides a curriculum designed to train participants in the implementation of technology and distance learning, data collection analysis for program improvement, and marketing.
- c. *Curriculum Standards:* Curriculum standards have been developed for ESL (1991), ABE (1996), and Adult Secondary Education (ASE)(1996). CDE will continue to focus on the ongoing development and implementation of quality programs by providing *Model Program Standards for Older Adult, Adults with Disabilities, and Parent Education* programs. These documents outline program, assessment, curriculum, and instructional standards for all adult literacy providers to assist them in meeting the individual and changing needs of the adult learner. These instructional standards provide assistance for all literacy providers in meeting the individual and changing needs of the adult learner. CALPRO will facilitate the development of these standards; however technical assistance and professional development are available to agencies in the implementation of program standards through all four projects.
- d. *Information Infrastructure and Reference Services:* OTAN will identify and make available the latest information on adult education research and effective practice through maintenance and improvement of electronic and print resource collections and reference services. In addition, OTAN will preserve and make accessible the historical documents of adult education in order to build on past successes and avoid repeating failures.

Activity Nine

Coordination with existing support services, such as transportation, child care, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities to adults enrolled in such activities

- a. CASAS, CDLP, OTAN, and CALPRO will promote networking with a variety of local agencies in order to locate appropriate support services for students. Collaborations will include providing assistance to the development of local One Stop Centers.
- b. CASAS, CDLP, OTAN, and CALPRO will work in collaboration with each other to identify and provide a wide range of activities designed to assist local agencies in increasing rates of enrollment, improving instruction, providing student resources, and promoting student success. Family literacy programs will be targeted for support in building and maintaining collaboratives.

Activity Ten

Integration of literacy instruction and occupational skill training, and promoting linkages with employers

- a. CASAS will provide training, technical assistance and appropriate assessments to adult education and employment and training programs serving adults with employability goals. Specifically, the Employability Competency System (ECS) will be available for use with ABE and ESL, which includes ESL-Citizenship, students whose goal is employment related. The skills assessed are directly linked to skills and competencies needed to get and keep a job and the results can be used to identify jobs that are linked to skill levels. CASAS will be conducting a statewide survey of the basic skills that employers identify as critical for entry level workers in their industry. The results are being used to develop level completion assessments for employability that are directly linked to the identified core skills. Certificates of Proficiency will be developed based on the survey and the assessments that can be used to verify students' mastery of skills at specified benchmark levels.

CASAS competencies have been correlated with SCANS skills and competencies in order to provide guidance for the integration of literacy instruction and vocational skills training.

- b. CDLP and OTAN will research and define the need for providing distance learning workplace education resources for providers and clients of Welfare-to-Work (WtW) and *Workforce Investment Act* programs. Several adult distance learning models will be tested for their application in post employment workforce education.
- c. CALPRO will provide both on-site and online information on SCANS materials, as well as electronic access to current research discussing how teachers can integrate vocational preparation skills in their instructional settings.

Activity Eleven

Linkages with postsecondary educational institutions

OTAN, in partnership with CALPRO, will collaborate with postsecondary institutions to develop online courses for instructors, for the purpose of program improvement, certification, or re-certification.

12.2 Collaboration with Other Related Agencies and Programs

- a. Representatives of the four special projects will work closely with and attend regular meetings of TANF/CalWORKs committees. Information related to regional workshops and meetings are disseminated to local providers through announcements on the OTAN system.
- b. Expanding the On-line Action Research (OAR) database, CASAS has several significant collaborations with Pelavin Research Institute, under a contract with OVAE/DAEL. This database includes teacher action research projects that can be accessed on the CASAS web site to support ongoing professional development for adult basic education instructors and staff nationally.

CASAS is also assisting in the development of teacher competencies and a professional development document; supporting the National Reporting System pilot project, providing technical support to pilot sites; and working with a national consortium of states to improve assessment and accountability systems for adult education programs nationally.

- c. CDLP and OTAN are establishing a partnership with the Los Angeles Unified School District and the Adult Literacy Media Alliance, New York, in a major venture to expand access to high quality adult education and literacy instructional services and materials. The three year project, CyberSTEP (Systems Technology Education Products), targeted at ABE and ESL, which includes ESL-Citizenship, students, is being developed under a contract with OVAE/DAEL.
- d. OTAN will collaborate extensively with other educational and governmental agencies, including:
 - OVAE/DAEL Adult Learning and Literacy Clearinghouse and links to Web sites;
 - Partner relationship with National Clearinghouse for English as a Second Language Literacy Education (NCLE);
 - Partner relationship with ERIC Adult, Career, and Vocational (ACVE) Clearinghouse;
 - Close collaboration with the National Institute for Literacy (NIFL) and the National Center on Adult Literacy (NCAL); and
 - Exchanges print and electronic resources and reciprocal electronic linkages with:
 - National Center for Family Literacy (NCFL)
 - National Center for the Study of Adult Learning and Literacy (NCSALL)
 - National Center for Research in Vocational Education (NCRVE)
 - National Workforce Assistance Collaborative (NWAC)

- Center for Applied Linguistics (CAL)
- Workforce Development Information Center
- National Center for Research on Evaluation, Standards, & Student Testing (CRESST)
- State Literacy Resource Centers (SLRC) and Regional Hubs.

e. CALPRO collaborates extensively with other educational and governmental agencies including:

- Adult Literacy Resource Institute (ALRI)
- Center for Applied Linguistics (CAL)
- Disabilities Center (National ALLD Center)
- ERIC (Education Resources Information Center)
- Libraries and Lifelong Learning (PLLI)
- LINCS—the National Institute for Literacy's Literacy Information and Communication System
- Literacy Volunteers of America
- National Adult Education Professional Development Consortium (NAEPDC)
- National Center on Adult Literacy (NCAL)
- National Center for Family Literacy
- National Center for the Study of Adult Learning and Literacy (NCSALL)
- National Clearinghouse for ESL Literacy Education (NCLE)
- National Institute for Literacy (NIFL)
- National Institute on Postsecondary Education
- National Reporting System for Adult Education
- TESOL

12.3 Description of Proposed Leadership Activities for English Literacy and Civics Education Activities

Funds will be utilized to support leadership activities in two different areas:

Activity One: Resource Development Mini-grants

Mini-grants will be available on a competitive basis to support the development of original resources and materials on civics education issues and/or supplemental alternative assessment materials that can be used to document learning gains and generate additional data on learner achievements. Reimbursement for Resource Development Mini-Grants will be based on attainment of program benchmarks identified and negotiated as part of the application and approval process.

In order to assist immigrants and refugees to participate more effectively in the education, work, and civic opportunities of this country, materials and resources are expected to address but are not limited to the following civic participation areas:

- Economic/financial literacy
- Preventive health literacy
- Education participation literacy
- Employment rights literacy
- Intergenerational literacy

Applicants will document the research they have conducted on pre-existing civics education materials to ensure that what is developed as a result of this additional allocation is new and innovative and provides learners with opportunities to develop more extensive civic education knowledge and civic participation skills.

Grant recipients will conduct comprehensive evaluation activities to document and assess the impact of civics education resource development on adult student performance, knowledge of civic education content, extent of civic

participation and civic education teaching practice such as pre- and post-tests, evaluation and feedback forms, and surveys.

Collaboration with other Related Leadership Projects

Successful grant recipients will disseminate resources and materials through OTAN. They will also work collaboratively with the Staff Development leadership project to ensure creation of materials that are user friendly and either self explanatory in their use or amenable to grouping for development of staff training materials. Allowable activities include, but are not limited to:

- Lesson plan/instructional unit development
- Alternative assessment resources and materials
- Teaching/display/support materials development
- Student workbook development with a distance learning focus
- Audio/video tape development
- Community resource catalog development

Activity Two: EL Civics Education Evaluation

The Adult Education Office will fund a third-party evaluation of EL Civics Education distance learning initiatives conducted in California to date, such as the implementation of the “On Common Ground” EL Civics Education instructional materials used in a distance learning format. This evaluation will include the components necessary to provide successful civic education activities for English language learners, the cost of providing these services, and expected student outcomes.